

Leupp Public School

ARIZONA SCHOOL REPORT CARD 2003-04

3285 E. Sparrow Avenue, Flagstaff, AZ 86004

Flagstaff Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary
Achievement Profile *

Small School**

** Some schools will not receive an Achievement Profile until October 2004.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Louise Scott
Schedule : 7:30 AM to 4:00 PM
Grades : Pre-K-6
2003 Enrollment : 151
Web Address : www.flagstaff.k12.az.us/leupp/
Phone Number : (928) 686-6266
Fax Number : (928) 686-6246
E-mail : lscott1@apsc.org

Mission

To provide optimal educational opportunities for all students. Our mission is to provide a positive environment which ensures that every student is academically, socially, and culturally prepared to meet the challenges of a global society.

School / Academic Goals

- By the end of five years, students will demonstrate an increase in reading proficiency in English by the following: Gains of 10 NCE on the Reading Comprehension subtest of the Stanford 9 and an 80% success rate on the reading components of AIMS/DAP.
- By the end of five years, students will demonstrate an increase in writing proficiency in English by an 80% success rate on AIMS and the DAP.

Instructional Programs

- Navajo Immersion/Enrichment Program K-6
- Fam. Adult Literacy/Enrichment Preschool
- Full-day Kindergarten
- Challenge & Enrichment Program K-6

Enrollment

October 1, 2002 School Year Student Enrollment : 134
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 180

Calendar Information

Number of Instruction Days : 182
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/25/2003
Last Day of School : 6/10/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget
- Ü Parent/Educator Relations
- Ü Curriculum
- Ü School Programs
- Ü School Safety Issues
- Ü School Improvement Plan

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	13.00
Other Professional Staff	8.00	Teacher Aide	6.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	1	0	0
4 to 6 years	0	1	0	0
7 to 9 years	4	1	0	0
10 or more years	2	11	0	0

Shared Responsibilities

School

To provide a safe, secure and learning environment. Students are treated with respect and kindness and encouraged to reach their highest academic, social, and cultural potential and to embrace Navajo traditions.

Parents

Responsibilities are to provide a positive awareness of children's educational needs by monitoring daily attendance, academic progress, homework requirements. Be actively involved in school activities.

Resources Available at School Site

Special Facilities

- Ü Computer Technology Lab
- Ü Hogan/Dine Cultural Center

Extracurricular Activities

- Ü Reading Counts/Accelerated Math
- Ü After School Program (K-6th)
- Ü Band and Strings
- Ü Parent-Teacher Organization

Social Services

- Ü Free Breakfast/Lunch Program
- Ü Indian Hlth Serv.-Physical/Mental/Dental
- Ü Counseling Services: Navajo Nation
- Ü Crisis Intervention: Indian Health Serv.

Transportation Policy

Transportation is provided for students living more than one and one-half miles from school. Riding the bus is a privilege and can be revoked. Bus drivers are responsible for control and discipline and reporting incidents to the Building Principal.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- Ü K-5 curriculum for the Navajo Immersion/Enrichment Program is developed and implemented. Grade 6 curriculum is developed and will be implemented next year. Articulated curriculum helped us achieve an 'improving' achievement label with a score of 36.
- Ü Student exhibitions and performance activities were monitored, documented and achieved in several categories: arts, music, physical education, science, language arts, social studies, Navajo language and culture.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
Ü State Heritage Fund Grant	2000
Ü Arizona Community Foundation Grant	2002
Ü Navajo Nation Before and After Child Care Grant	2002
Ü Skaggs Foundation Grant	2002

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	96	95	94	96
Transfers Out ³	19	20	20	20
Transfers In ⁴ (Within District)	2	2	2	2
Transfers In ⁵ (Out of District)	6	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	27	87
Grades 3-4	95	100
Grades 4-5	60	95
Grades 5-6	88	94

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 11

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	758	75372	100	101	101	499	530	523	0	6	9	40	23	25	60	35	36	0	35	30
All Students (Prior Year)	22	781	70809	NA	NA	NA	502	526	518	9	6	11	27	23	27	55	39	35	9	32	27
Female	11	378	36901	100	101	101	504	528	524	0	7	8	50	25	25	50	33	36	0	34	31
Male	13	380	38385	100	102	101	495	532	523	0	6	9	33	20	24	67	38	36	0	37	30
African American	--	22	3589	--	100	96	--	500	501	--	11	18	--	37	33	--	42	33	--	11	16
Hispanic	--	149	29103	--	100	99	--	503	510	--	15	12	--	38	31	--	26	36	--	20	20
Asian/Pacific Islander	--	NC	1574	--	NC	96	--	NC	549	--	NC	3	--	NC	14	--	NC	34	--	NC	48
American Indian/Alaskan Native	24	168	5086	100	102	114	499	508	491	0	11	22	40	33	38	60	38	28	0	18	12
White	--	407	34597	--	100	98	--	545	535	--	2	4	--	15	20	--	36	38	--	46	38
Students with Disabilities	NC	139	8057	NC	124	99	NC	529	496	NC	12	23	NC	24	31	NC	24	28	NC	39	17
Students without Disabilities	21	619	67315	100	97	101	503	530	525	0	6	8	25	23	24	75	36	37	0	35	31
Limited English Proficient Students	19	128	16925	95	106	112	NA	469	482	NA	34	27	NA	43	40	NA	17	26	NA	6	7
Migrant Students	--	--	869	--	--	--	--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	23	166	26325	--	--	--	499	524	504	0	7	15	40	24	34	60	42	33	0	27	18
Non-Economically Disadvantaged	NC	592	49047	--	--	--	NC	531	530	NC	6	6	NC	23	21	NC	34	37	NC	37	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	761	75221	100	102	101	504	526	523	20	7	8	0	17	16	80	53	56	0	23	21
All Students (Prior Year)	25	775	70860	NA	NA	NA	508	531	524	8	6	9	25	15	17	67	45	45	0	35	30
Female	11	379	36833	100	101	100	512	526	526	0	7	6	0	18	15	100	51	56	0	24	23
Male	13	382	38319	100	103	101	499	526	520	33	6	9	0	16	17	67	56	56	0	23	18
African American	--	22	3597	--	100	97	--	518	510	--	16	14	--	5	22	--	58	53	--	21	11
Hispanic	--	150	29019	--	101	99	--	513	513	--	17	12	--	27	21	--	42	55	--	15	13
Asian/Pacific Islander	--	NC	1572	--	NC	95	--	NC	536	--	NC	2	--	NC	9	--	NC	57	--	NC	31
American Indian/Alaskan Native	24	169	5071	100	103	114	504	511	502	20	11	20	0	28	27	80	51	46	0	10	8
White	--	407	34543	--	100	97	--	534	531	--	2	4	--	12	12	--	56	58	--	30	26
Students with Disabilities	NC	142	8006	NC	127	99	NC	523	505	NC	13	22	NC	21	23	NC	41	42	NC	26	13
Students without Disabilities	21	619	67215	100	97	101	505	526	524	25	6	7	0	17	16	75	54	56	0	23	21
Limited English Proficient Students	19	130	16853	95	107	112	NA	478	489	NA	43	29	NA	37	36	NA	20	32	NA	0	3
Migrant Students	--	--	866	--	--	--	--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	23	168	26256	--	--	--	504	529	509	20	7	14	0	16	24	80	53	51	0	24	11
Non-Economically Disadvantaged	NC	593	48965	--	--	--	NC	526	528	NC	6	5	NC	17	13	NC	53	58	NC	23	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	754	73654	100	101	99	535	533	530	0	6	9	0	14	13	100	73	70	0	7	7
All Students (Prior Year)	24	763	68592	NA	NA	NA	511	551	542	18	5	9	9	9	12	73	66	63	0	19	16
Female	11	375	36239	100	100	99	541	537	537	0	7	7	0	12	11	100	71	72	0	9	10
Male	13	379	37301	100	102	98	531	530	523	0	5	12	0	16	15	100	74	68	0	5	5
African American	--	22	3488	--	100	94	--	522	515	--	21	16	--	11	18	--	63	62	--	5	4
Hispanic	--	146	28348	--	98	96	--	519	520	--	13	13	--	19	17	--	66	65	--	3	5
Asian/Pacific Islander	--	NC	1558	--	NC	95	--	NC	547	--	NC	3	--	NC	8	--	NC	76	--	NC	13
American Indian/Alaskan Native	24	167	4947	100	102	111	535	516	507	0	10	22	0	25	22	100	61	53	0	4	3
White	--	406	33924	--	100	96	--	543	537	--	2	5	--	10	10	--	79	75	--	9	9
Students with Disabilities	NC	138	7306	NC	123	90	NC	528	506	NC	11	24	NC	16	20	NC	68	52	NC	5	4
Students without Disabilities	21	616	66348	100	97	100	538	534	531	0	6	8	0	14	13	100	73	71	0	7	8
Limited English Proficient Students	19	128	16422	95	106	109	NA	486	495	NA	35	30	NA	29	27	NA	35	43	NA	0	0
Migrant Students	--	--	849	--	--	--	--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	23	164	25711	--	--	--	535	535	514	0	3	16	0	17	19	100	71	61	0	9	3
Non-Economically Disadvantaged	NC	590	47943	--	--	--	NC	533	535	NC	7	7	NC	13	11	NC	73	74	NC	7	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	907	76230	100	101	101	530	513	498	9	5	12	0	33	38	27	15	12	64	46	37
All Students (Prior Year)	22	822	72888	NA	NA	NA	501	505	494	10	10	14	30	37	40	10	13	12	50	41	34
Female	14	418	37247	100	98	100	529	514	500	17	5	11	0	34	40	17	14	13	67	47	37
Male	14	486	38725	100	102	101	532	512	497	0	6	14	0	33	37	40	15	12	60	46	37
African American	--	18	3594	--	100	96	--	494	476	--	18	22	--	29	46	--	12	11	--	41	21
Hispanic	--	161	28100	--	100	98	--	495	482	--	12	18	--	41	47	--	14	11	--	33	24
Asian/Pacific Islander	--	10	1447	--	100	95	--	500	527	--	0	5	--	60	26	--	10	11	--	30	58
American Indian/Alaskan Native	28	191	5292	100	99	113	530	498	463	9	10	31	0	40	47	27	17	8	64	34	14
White	--	511	35389	--	98	96	--	523	514	--	2	6	--	28	32	--	15	14	--	54	48
Students with Disabilities	NC	173	9022	NC	109	105	NC	489	465	NC	12	31	NC	41	43	NC	24	8	NC	22	17
Students without Disabilities	24	734	67208	100	99	100	530	515	500	9	5	12	0	33	38	27	14	12	64	48	38
Limited English Proficient Students	21	138	14826	105	104	113	508	467	460	25	25	31	0	55	51	25	14	8	50	7	10
Migrant Students	--	--	837	--	--	--	--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	27	236	25037	--	--	--	533	506	477	10	8	21	0	36	47	20	14	11	70	42	21
Non-Economically Disadvantaged	NC	671	51193	--	--	--	NC	515	507	NC	5	9	NC	33	35	NC	15	13	NC	48	43

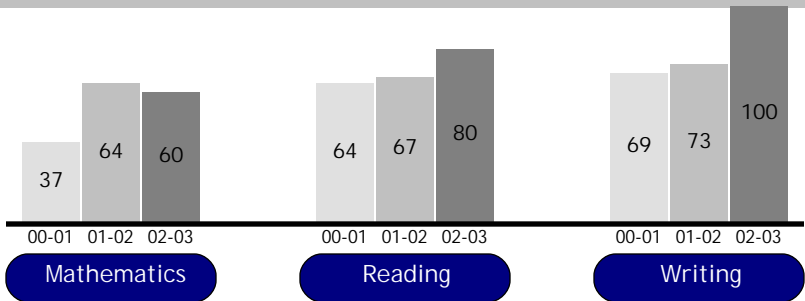
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	905	76202	100	100	101	497	510	505	18	11	19	27	22	24	55	52	46	0	16	11
All Students (Prior Year)	20	824	72779	NA	NA	NA	490	509	505	45	17	21	27	20	20	27	44	43	0	19	15
Female	14	420	37231	100	99	100	497	511	507	0	9	16	50	23	24	50	51	48	0	17	13
Male	14	482	38718	100	101	101	496	509	503	40	13	22	0	20	24	60	52	44	0	14	10
African American	--	18	3600	--	100	97	--	506	497	--	6	28	--	31	29	--	56	39	--	6	5
Hispanic	--	159	28090	--	99	98	--	504	497	--	20	28	--	28	30	--	37	37	--	15	5
Asian/Pacific Islander	--	10	1443	--	100	95	--	503	515	--	20	9	--	20	19	--	50	53	--	10	19
American Indian/Alaskan Native	28	191	5311	100	99	113	497	498	491	18	24	38	27	26	31	55	42	28	0	8	3
White	--	513	35371	--	99	96	--	515	512	--	6	10	--	18	20	--	58	54	--	18	16
Students with Disabilities	NC	172	9097	NC	109	106	NC	502	493	NC	16	39	NC	21	27	NC	58	29	NC	5	5
Students without Disabilities	24	733	67105	100	99	100	497	510	506	18	11	18	27	22	24	55	51	47	0	16	12
Limited English Proficient Students	21	137	14780	105	103	113	492	490	486	25	47	50	50	23	32	25	28	18	0	2	1
Migrant Students	--	--	832	--	--	--	--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	27	236	24961	--	--	--	498	502	495	20	19	32	20	24	30	60	47	34	0	9	4
Non-Economically Disadvantaged	NC	669	51241	--	--	--	NC	512	509	NC	9	14	NC	21	22	NC	53	51	NC	17	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	897	74692	100	100	99	509	512	502	9	10	18	27	25	27	64	57	47	0	8	8
All Students (Prior Year)	19	792	70710	NA	NA	NA	497	526	512	20	10	17	30	23	26	40	46	42	10	21	16
Female	14	415	36710	100	98	99	517	518	509	0	7	14	33	25	26	67	59	50	0	9	10
Male	14	479	37742	100	101	98	499	506	495	20	13	22	20	25	28	60	55	44	0	7	6
African American	--	17	3516	--	94	94	--	503	487	--	27	26	--	27	31	--	40	39	--	7	4
Hispanic	--	158	27492	--	98	96	--	495	486	--	18	27	--	36	32	--	41	38	--	5	4
Asian/Pacific Islander	--	10	1428	--	100	94	--	499	528	--	20	8	--	0	20	--	80	54	--	0	18
American Indian/Alaskan Native	28	190	5166	100	98	110	509	492	470	9	20	39	27	36	32	64	41	27	0	3	2
White	--	508	34785	--	98	94	--	524	517	--	5	10	--	19	23	--	66	56	--	10	11
Students with Disabilities	NC	169	8428	NC	107	98	NC	499	472	NC	11	38	NC	32	30	NC	55	29	NC	3	3
Students without Disabilities	24	728	66264	100	98	99	509	513	503	9	10	17	27	25	27	64	57	48	0	8	8
Limited English Proficient Students	21	137	14363	105	103	109	483	462	459	25	44	47	25	33	34	50	23	19	0	0	1
Migrant Students	--	--	814	--	--	--	--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	27	233	24507	--	--	--	513	501	480	10	13	31	20	31	33	70	54	33	0	3	3
Non-Economically Disadvantaged	NC	664	50185	--	--	--	NC	515	511	NC	10	13	NC	23	24	NC	58	53	NC	9	10

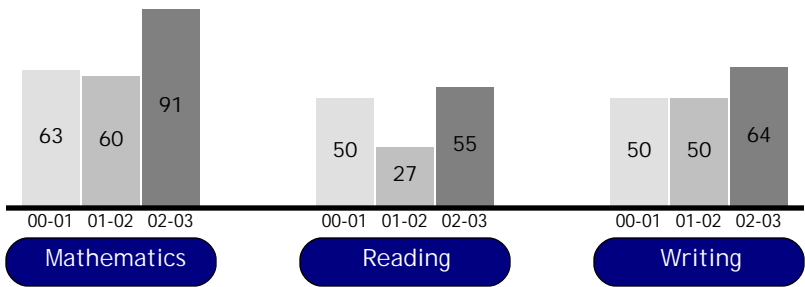
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	NC	NC	61	53	91	15	49	44	94	27	56	50
	Language	NC	NC	52	45	91	9	45	39	100	15	47	43
	Mathematics	NC	NC	65	56	91	14	58	52	100	34	64	57
3	Reading	60	44	61	50	100	22	51	43	100	17	53	47
	Language	60	56	61	55	100	40	56	50	100	37	59	54
	Mathematics	64	66	62	53	100	31	58	50	100	33	60	54
4	Reading	NC	NC	66	55	100	37	56	47	100	40	60	52
	Language	NC	NC	58	50	100	40	50	45	100	40	53	48
	Mathematics	NC	NC	65	56	100	46	60	52	96	56	64	57
5	Reading	94	29	57	51	100	21	54	46	100	26	59	50
	Language	94	34	51	46	100	34	48	43	100	40	53	46
	Mathematics	94	61	60	56	100	50	62	54	96	59	67	57
6	Reading	87	42	61	54	100	37	60	49	100	32	63	53
	Language	87	39	54	46	100	37	53	42	100	43	56	45
	Mathematics	87	67	70	61	100	66	69	58	100	61	73	62

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The school provides an Emergency Response Plan; Student Handbook with comprehensive District Discipline Policies; fire, bus, windstorm evacuation, and lockdown drills. Staff Duty/ Supervision schedules are developed annually.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Louise Scott	(928) 686-6266
Transportation Policy	Fred Fennell	(928) 773-4171
Community Resources	Patsy Schultz	(928) 686-6266
School Nutrition Programs	Don Gala	(928) 527-6090
Parent Organization	Vernice Jackson	(928) 686-6266
Student Health/Nurse	Kapi Davis	(928) 686-6266

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards